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ABSTRACT

This final report of the 1974-75 Florida Right to Read Effort staff development program provides an evaluation by participating administrators, reading contacts, and teachers. The first two sections of this report give background information about the National Right to Read Effort as well as the Florida Right to Read program. The third section summarizes the feedback received by the individuals involved. Appendixes include a more detailed discussion of the effect of the program on school reading contact persons, administrators, and faculties. Information gleaned from this evaluation has been utilized to make modifications in the 1975-76 program. (Author/KS)

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RIGHT to READ

STAFF DEVELOPMENT

1974-75 Final Report

Department of Education
Tallahassee, Florida

Ralph D. Turlington, Commissioner

CS 008 789

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Foreword

This final report of the 1974-75 Florida Right to Read Effort Staff Development Program is provided in order to share with interested citizens an evaluation of our staff development program. The first two sections of this report give background information about the National Right to Read Effort as well as the Florida Right to Read Effort. This information should prove helpful to the person who is unfamiliar with the program or as a summary for persons wishing to share information on Right to Read with others.

The third section summarizes the feedback received from administrators, reading contacts, and teachers participating in the 1974-75 staff development program. The separate responses for each group can be found in Appendices A, B, and C.

The information gleaned from this evaluation has been utilized to make modifications in the 1975-76 Florida Right to Read staff development program. With these thoughts in mind, we wish to share the report with you.

Martha Cheek
Coordinator,
Florida Right to Read Effort

THE NATIONAL RIGHT TO READ EFFORT

The National Right to Read Effort materialized in response to a decade of educational querries, assessments, and concerns regarding the reading achievement of American citizens. Throughout the 1960's, several national studies and regional surveys attempted to evaluate the state of the art of reading on the national scene. The resulting statistics indicated the following:

(1) One out of every four elementary students was found in need of special reading assistance.

(2) Of the 700,000 students who drop out of school annually, the majority were found to be reading two or more years below ability

(3) The Harris Poll identified 18.5 million adults (16 yrs. of age or older) as functional illiterates. Performance on commonly acknowledged daily tasks evinced inability to functionally cope with social living skills necessary for survival in today's society.

These results not only underscored the severity of the problem while identifying several mitigating reasons for various pockets of failure, but also tranformed initial concerns into positive action steps.

One of these positive action steps was the development of the National Right to Read Effort which was conceptualized in 1969 by the former United States Commissioner of Education, Dr. James E. Allen, Jr. Dr. Allen's speech to the Association of State Boards of Education on September 23, 1969, cited various statistics synthesizing the reading deficiencies throughout the United States and initiating a challenge for the next decade:

(1) Those who do not gain the ability to read in the course of their early education lack a skill necessary to all other areas of learning and are being denied a fundamental educational right- the right to read.

(2) Therefore, I am herewith proclaiming my belief that we should immediately set for ourselves the goal of assuring that by the end of the 1970's the right to read shall be a reality for all... and

(3) I am calling for a total national commitment to and involvement in the achievement of the "right to read" goal.

Thus, the ambitious goal of Right to Read, universal literacy for all able Americans, was formulated. Specifically, Right to Read would work to increase functional literacy so that by 1980, 90% of the United States population 16 years of age and older and 99% of those under 16 years of age would possess the reading skills and competencies essential for an effective and productive life.

FROM A GOAL TO A NATIONAL THRUST TO A ROLE

From the goal - universal literacy for all - emerged a philosophical campaign encouraging nation-wide interest, commitment, and positive involvement of all facets of society to prevent, correct, and thereby eradicate illiteracy. Believing that the academic knowledge, human capability and technological resources were available with which to solve this reading crisis in America, the role of Right to Read emerged. This role would be to function as a catalystic agent through which processes, products, and promising practices related to reading are identified and disseminated in such a way that the resources are utilized in the most efficient manner possible. Thus maximum leverage for multiplying the efforts of Right to Read is created.

The Multiplier Effect Has Several Dimensions:

First, Right to Read is conceived of as a effort in which all members of society have the responsibility to help eliminate illiteracy. These members are partners in the Right to Read Effort. Secondly, resources are not used to buy one-shot services. Instead, resources are used frequently for such activities as training trainees and those activities that will have the most pervasive multiple effect

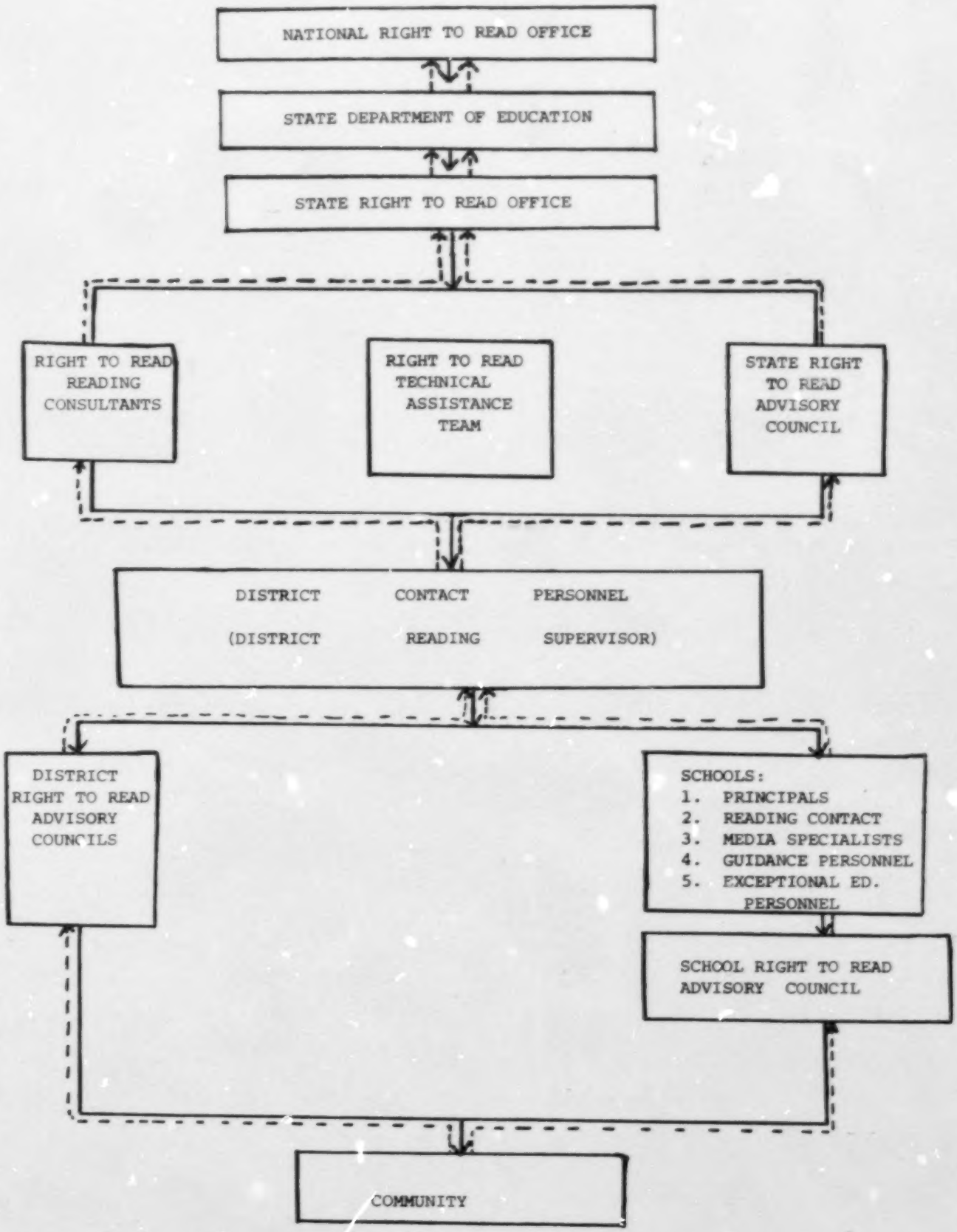
in achieving Right to Read goals. The multipler effect, Right to Read's chief asset, is enhanced then by using resources in those Right to Read activities which provide for the greatest possible transmission of knowledge and skills from the national, state, and local levels of the effort. By training at all levels, the knowledge and skills to eliminate illiteracy are passed on to hundreds or thousands of individuals within a community or city.

The harnessing of human and financial resources within a community, state, and a nation creates an "umbrella" under which all reading and related activities coordinate to prevent potential reading difficulties and correct existing ones. This Right to Read "umbrella" concept coalesces individuals, organizations, and programs with separate ideas, goals, and resources into a cohesive unit, a unit united to achieve the Right to Read goal - universal literacy for all.

In essence, Right to Read is not a "program" in the universally accepted connotation of a federally initiated and funded effort, but rather, it is a philosophy encompassing many specific and interrelated aspects. It is a concept, a catalyst, a systematic planning process, and an "umbrella effect" which enlists, stimulates, and attempts to facilitate the cooperative efforts of all - both the professional and laity - to join forces in bringing to every citizen the skill and joy of being able to read.

(See page 4 for an organizational chart of Right to Read)

THE FOLLOWING CHART ILLUSTRATES THE ORGANIZATION
OF THE FLORIDA RIGHT TO READ EFFORT



RIGHT TO READ IN FLORIDA

During the periods of 1972-1973 and 1973-1974, the Florida Right to Read Effort developed and innitiated plans for eradicating illiteracy as well as preventing the development of potential problems in young readers. These plans were through the cooperation of many agencies within the Department of Education, legislators, lay people, and other educators, and served to extend and expand the staff development concepts and diagnostic-prescriptive procedures being developed in Florida's sixty-seven school districts.

In 1971-1972, the Florida Right to Read Advisory Council, was established and had a slight change in membership in 1972-1973 as well as an increase from sixteen to twenty-four members. Since July 1, 1973, this council has formed seven task forces. The seven task forces are:

1. Criteria for Excellence in Reading
2. Dissemination of Latest Research in Reading
3. Publicity
4. Guidelines for Evaluating Teaching Materials
5. Local Coordination with Adults, Schools, Media
6. Guidelines for Reading/Language Arts Personnel
7. Guidelines for Workshops for Training Volunteers

As a result of a 1972 legislative mandate, all of the sixty-seven districts have general advisory councils for each of their schools. Additionally, seventeen districts have operational local Right to Read advisory councils. These advisory councils serve for securing community involvement in decision making for all areas of the curriculum.

During this same period, each of the sixty-seven school districts had a Right to Read contact person who was appointed by the district superintendent. Still functioning in this capacity, these people have

served as the reading/language arts supervisors for the district and have had the responsibility for developing and coordinating the district's reading program.

In September, 1973, Governor Reubin Askew proclaimed 1973-1977 as Right to Read years in Florida and requested that all citizens join in the effort to eradicate illiteracy. To add impetus to this proclamation, Secretary of State Richard Stone and Commissioner of Education Floyd Christian sponsored a two-day reading conference to provide legislators, district superintendents, school board chairmen, Right to Read contact people, reading supervisors, university professors, and invited guests from the lay public with information on eleven successful reading programs from throughout the nation. In addition, the conference program included a panel on analysis of reading program cost effectiveness as well as several speakers who outlined the role of various groups such as the legislature, P.T.A., medical profession, school superintendents, etc., in developing an effective school, district, and state reading program.

During the 1973-1974 school year, a more concentrated effort was made in eight school districts involving sixty elementary, secondary, and adult schools and centers. This plan involved the development of a staff development model for maximizing the use of trained reading/language arts resource teachers within the school system. Each district declared reading as its top priority, appointed a Right to Read advisory council, and agreed to be actively involved in a minimum of 240 hours of staff development provided by the Florida Right to Read office and district level reading supervisors.

The supervisors provided staff development to reading/language arts resource teachers in designated schools. These resource teachers,

in turn, worked with teachers and students in all classrooms to ensure that reading skills were taught in a context which was usable in all activities which required reading. This staff development, at three levels, had a multiplier effect in that the district supervisor could continue to train other reading/language arts resource teachers to meet the goal of one person for every four hundred students, and the resource teachers could continue to give assistance to the classroom teacher in meeting the individual student needs.

RIGHT TO READ IN 1974 - 1975

To continue the progress being made through the Florida Right to Read Effort, the plans for 1974 - 1975 placed more emphasis on indepth training through staff development workshops for the Right to Read contact persons, principals, superintendents, supervisors, reading resource teachers, and classroom teachers throughout the state. This staff development aimed specifically at a continuous, systematic, and sequential program so that subsequent sessions built on information gained in previous sessions was used to better equip persons to train others in techniques for developing a total school reading program.

Technical assistance teams were formed to provide regional training in order to increase the amount of available staff development. The teams assisted in conducting staff development training sessions which were conducted in each of five geographic regions.

Members of the Right to Read technical assistance teams were selected from the Department of Education, university, and school district staff who had expertise in the areas of reading skills, diagnostic-prescriptive instruction, change agent skills, organization

and administration of the reading program, the role of the administration in the reading program, adult basic education, and teaching reading in the content areas.

The staff development sessions were open to all sixty-seven school districts in Florida. Invitations to join the Florida Right to Read Effort were sent to all district superintendents, who, in turn, notified all school principals. The principal and school faculty jointly made the decision for participation. Once the decision was made to take part in the Right to Read staff development training, these schools were considered participating Right to Read schools, and their attendance was expected at each session held in their region. Those in attendance could then assist in the staff development training of the staffs in their schools.

The staff development sessions for 1974 - 1975 were as follows:

A. Administrators

PART I (3 Days)

Topics discussed:

(1) The Right to Read Staff Development Program
(2) The School Needs Assessment in Reading
(3) Reading in the Total Curriculum
(4) Implementing a Developmental Reading Program
(5) The Administrator's Role in the Reading Program
(6) The Role of the Reading/Language Arts Resource Teacher

PART II (2 Days)

Topics discussed:

(1) How Are Things Going?
(2) Right to Read Update

B. Reading Supervisors

PART I (2 Days)

Topics discussed:

(1) The Supervisor's Role in the Right to Read Effort

(2) Developing District Staff Development Programs
(3) Right to Read "Criteria of Excellence"

PART II (2 Days)

Topics discussed: Summarized activities to date and assisted in developing plans for 1975-1976.

C. School Reading Teachers or Reading/Language Arts Resource Teachers

PART I (3 Days)

Topics discussed:
(1) The Role of the School Reading Teacher
(2) The Right to Read Staff Development Program
(3) Change Agent Skills Needed by the Reading Teacher
(4) Ideas for Getting the Year Going in "Your" Direction

PART II (3 Days)

Topics discussed:
(1) Classroom Organization and Management Ideas
(2) Discussion of Successes and Problems to Date

PART III (3 Days)

Topics discussed:
(1) Reading in the School Curriculum
  (a) Reading in the Content Areas
  (b) Correlating Reading and Language Arts
(2) Discussion of Successes and Problems to Date

PART IV (3 Days)

Topics discussed:
(1) Language Arts in the Elementary School (for elementary)
(2) Reading in the Content Areas (for secondary)

PART V (6 Days)

Topics discussed:
(1) Reading Skills--What are They?
(2) Diagnostic/Prescriptive Techniques
(3) Pre-Reading and Word Analysis Skills
(4) Comprehension and Study Skills

D. Adult Basic Education (3 Days)

Topics discussed: (Designed for reading supervisors, Right to Read contact people, and adult basic education people in participating districts.) Time was spent in discussing how Right to Read and adult basic education can work together and formulating some specific ideas for working together. This was held in two areas of the state rather than in specific regions.

E. Media Specialists (2 Days)

Topics discussed: (Designed for district media specialists in participating districts and media specialists in participating schools.) Received specific instruction as to their role in the Florida Right to Read Effort.

F. Content Area Reading (3 Days)

Topics discussed: (These sessions were designed to train subject area teachers in reading skills appropriate to their specific areas.) Representative teachers from each participating school were given practical ideas to share with other teachers in the school.

In addition to the staff development workshops, which were limited to participating school personnel, Right to Read sponsored one-day drive-in workshops which were open to all persons. The drive-in sessions are designed to further assist districts in their inservice programs. The drive-in workshops for 1974 - 1975 covered eleven topic areas:

1. Diagnostic-Prescriptive Instruction
2. Classroom Organization and Management
3. Kindergarten and Reading
4. Ideas for Reading in the Elementary and Secondary School
5. Comprehension and Study skills
6. Word Analysis Skills
7. Correlating Reading and Language Arts
8. Reading and the Non-English Speaking Student
9. Evaluating Instructional Material
10. Volunteers in the Reading Program
11. The Florida Catalog of Reading Objectives

SUMMARY
EVALUATION RESULTS

It appears evident, after examining the evaluations (See Appendices A, B, and C) of the 1974-75 Florida Right to Read Effort by the reading contact persons, the administrators, and the faculty members of participating Right to Read schools, that the Florida Right to Read Effort, for the most part, was successful. Even with its shortcomings, it was able to accomplish much of what it set out to do; that is, to further train Florida educators in the area of reading/language arts in an effort to help eradicate illiteracy in Florida.

The Problems

The one problem that seemed to dominate all other problems is the breakdown of communication among people. From the comments made on the evaluation forms and the discussions with the Right to Read participants, it appears evident that the lack of or breakdown of communication between the state-district, district-school, and state-school people caused a number of misunderstandings that can be remedied in the future. The predominant communication problems included the following:

1. Not understanding the role of the state level personnel:
   Among other responsibilities, the state level personnel are responsible for establishing a system for training the maximum number of educators in all aspects related to reading, setting up and coordinating workshops--locations, dates, consultants, and disseminating information to district level reading contact personnel.
2. Not understanding the role of the district contact personnel:
   Every county has a district level reading contact person. The district level Right to Read contact persons are responsible for disseminating ALL information issued at the state level (e.g., meeting locations, times, and dates) to all participating schools within the district and to help

coordinate the district's reading programs.

3. Not understanding the role of the school principal:

The school principals are to disseminate all information received from the district level Right to Read contact person to the school reading contact person, to attend meetings designed and scheduled for the school administrators, and to assist the reading contact person in improving the school's reading program. The latter includes providing inservice time for staff development and providing needed financial support (for materials and substitutes) and teacher support.

4. Not understanding the role of the school reading contact person:

The school reading contact persons are responsible for attending all regularly scheduled Right to Read staff development workshops and to conduct inservice training workshops for their fellow staff members on the information received at the Right to Read workshops. In this way, the information is disseminated to more educators than can be trained at regional workshops, and the training received is being put to maximum use.

5. Not understanding how finances are handled at the state level:

The efforts of the Florida Right to Read are limited by the amount of funds it receives from the federal government. Due to limited funding ($168,000 for 1974-75), Right to Read was only able to pay travel and per diem to the principals and the reading contact persons on several, not all, occasions. (The amount of monies for travel reinbursements was regulated by the state guidelines.) Too, since all of Right to Read actions must concur with the policies and regulations of the Florida Department of Education, all consultants conducting Right to Read workshops who were employed by any state agency such as a public school system or a state university were not paid any honoriums. They only

received travel and per diem for their work; that is, they donated their time and services without additional pay. In addition, no schools or districts received any money from the state Right to Read office for books, materials, supplies, or teachers.

Needed Changes for 1975-1976

The changes that need to be made for the upcoming 1975-1976 Right to Read program can, in fact, be made. The needed changes are listed below:

1. There needs to be more effective means for inter- and intra-communications:
   a. the state office needs to mail information to the districts early enough so that the district contact people can notify the participating schools in time for scheduled workshops
   b. the state office should mail out the following information to the districts:
      1) dates, times, and exact locations of each workshop
      2) the names of the consultants who will be conducting the workshops
      3) an abstract or a brief outline of the contents of the workshops so participants will know what to expect in the workshops
   c. the district contact people need to notify the participating Right to Read schools of all the information it receives from the state office--the state office does not send information to individual schools
   d. the school reading contacts need to notify their district level persons as to the things they are doing in their schools and of their plans for attendance at the workshop
   e. the district level contact people need to notify the state office

on the number of attendants they expect from their district at all Right to Read workshops

2. The school reading contact people need to be provided planning time to prepare inservice workshops for their staffs, and they need to be allotted time to conduct staff development inservice sessions:
   a. principals need to schedule times for the school reading contact people to prepare inservice workshops for their staffs
   b. principals need to schedule time for the school reading contact person to conduct inservice workshops for the staff
   c. the state office should provide the reading contact people with prepared guidelines which organize and summarize the topics discussed at the district level workshops.
3. The state level personnel should visit the participating Right to Read schools in order to provide any needed assistance and to become aware of their individual needs. These needs can then be addressed at the workshops or outside consultants can be brought in to give additional aid to the participating schools.
4. In order to meet the individual needs of the school reading contacts, participants should have some freedom of choice as to what workshops they need and/or want to attend. However, for continuity, they should be required to attend a minimum number of workshops.
5. The state level personnel need to prepare topic guidelines for the consultants which outline and innumerate the information to be covered at each of the workshops. This would provide continuity and consistency between the consultants doing the workshops and between each of the regions.
6. The state level personnel should organize each workshop in such a way as to address the needs of elementary, secondary, and adult basic education teachers since each group has its individual needs and desires.

Conclusion

As the Florida Right to Read Effort continues, there will be additional changes which will need to be addressed. However, as continuous evaluation has been ongoing, it is anticipated that most of these identified needed changes will be brought about for the 1975-1976 school year. Plans are already in progress for preparing topic guidelines for consultants and participants and for organizing separate workshops for elementary, secondary, and adult basic education teachers. It is the desire of the Florida Department of Education to serve the people in the most efficient and effective way possible. With this in mind, necessary changes will be made for the upcoming year.

EVALUATION OF THE FLORIDA RIGHT TO READ EFFORT

During the final session of the 1974-75 Right to Read workshops, the school reading contact persons were asked to critically examine and evaluate the year's program so that the Right to Read program for 1975-76 could be improved. In order to examine and evaluate the program, the school reading contact persons, as well as administrators and faculty members from schools participating in the Florida Right to Read Effort, were asked to complete extensive evaluation forms and later given the opportunity to discuss their reactions. The following section summarizes the results of these evaluations.

Appendix A

EVALUATION OF THE FLORIDA RIGHT TO READ EFFORT BY THE SCHOOL READING CONTACT PERSONS

- As the school reading contact person, I have been able to utilize the information gained in the Right to Read staff development workshops:

Strongly Agree							Strongly Disagree
22%	33%	27%	7%	5%	3%	2%	
1	2	3	4	5	6	7	

Summary of Comments: The reading contact persons felt that they were able to utilize the information gained more for themselves than to share with other faculty member since many of the consultants were limited by time, duties, and faculty involvement in other programs.

- As the school reading contact person, I have been able to utilize the information gained from the Right to Read staff development workshops in the following ways:

  - to conduct staff development workshops in my <u>district</u>

YES	5%
NO	87%
NR (no response)	9%

  - to conduct staff development workshops in my <u>school</u>

YES	48%
NO	46%
NR (no response)	6%

  - to provide staff development workshops for <u>individual departments</u> in my school

YES	51%
NO	43%
NR (no response)	6%

○ to provide staff development training for individual teachers

YES	85%
NO	14%
NR (no response)	1%

○ to improve my personal teaching skills

YES	97%
NO	1%
NR (no response)	2%

○ to improve my knowledge of reading

YES	96%
NO	4%
NR (no response)	___

Summary of Comments: Most school reading contact persons were not in a position or had the time to conduct staff development workshops (at the district level). They were, however, able to share ideas gained from the Right to Read workshops at district level meetings.

Many of the reading contact persons were able to conduct a limited amount staff development training (at the school level). Most, however, were only given opportunities to share ideas and provide handouts to their faculties.

Most school contact persons were able to conduct inservice training with individual departments, grades, teams, and teachers. The inservice training, however, was generally done on an informal basis since they were not allotted specific inservice time.

In general, most of the school reading contact persons felt that the staff development workshops improved their personal teaching skills and their knowledge of reading. A small percentage of people felt that they had already mastered the material presented at the workshops.

● As the school reading contact person, I have organized and arranged for outside consultants to conduct staff development workshops at my school in areas where I feel I need additional assistance:

YES	23%
NO	68%
NR (no response)	11%

Summary of Comments: Those school reading contact persons who were not able to arrange for outside consultants to come to the school to provide additional assistance, were not able to do so due to lack of finances and the lack of authority to request consultants. Many times, when consultants were suggested, there was no follow through.

○ If so, who and in what area:

Consultant:	Area:
Dr. Billy Guice	Language Arts
Dr. Eleanor Todd	Language Arts
Dr. Wayne Gwaltney	Reading
Dr. Anne Agnew	Individualization in Reading
Dr. Lorrenze	Children's Literature
Mrs. Grace Manring	Diagnosing
Dr. Rod Allen	Environmental Education
Mrs. Joy Monohan	OCERO Classroom Management
Mrs. Rosemary Ratts	Learning Centers
Mrs. Jane McNulty	Perceptual Difficulties
Dr. Eleanor Gash	Reading
Mrs. Betty De Arglis	Learning Centers Reading Word Attack Skills
Dr. Richard Culyer	Developmental Reading Vocabulary Development
Zaner Bloser	Handwriting
Mrs. Juanita Teague	Learning Centers
Mrs. Sandy Ulm	Open Library Concept
Dr. Glennon Rowell	Games - Language Arts
Dr. Russ Ramsey	Human Relations
Mrs. Connie Sneed	Reading Readiness
Dr. Ed Turner	Reading
Team from University of Miami Desegregation Center	Reading
Mrs. Gloria Orr	Reading
Dr. John Simmons	Content Area Reading
Mrs. Beverly Barton	Reading Games
Dr. Gloria Kuchinskas	Test Objectives
Mr. Don Dinkmeyer	Humanistic Education
Mrs. Ida Bragdon	Dialects
Mrs. Georgiana Turner	Test Interpretation
Dr. William Rader	Social Studies
Mrs. Ann Levy	NAIL
Mrs. June Johnson	NAIL
Mrs. Virginia McIntyre	Language Arts Learning Centers
Mrs. June Lynch	Language Arts Learning Centers
Mrs. Maxine Simmons	Learning Centers
Mrs. Gil Rowe	New Materials
Mrs. Mary Thomason	Constructing Reading Materials

- As the school reading contact person, I have been able to develop and organize additional services to the staff as a result of Right to Read staff development training:

  - peer tutoring program

YES	34%
NO	53%
NR (no response)	13%

  - volunteer program

YES	28%
NO	54%
NR (no response)	18%

  - material resource center

YES	74%
NO	20%
NR (no response)	6%

Summary of Comments:

Many of the schools are already using peer tutoring programs. However, some schools felt that peer tutoring was too time consuming. Other schools plan to initiate a peer tutoring program in the future.

As with peer tutoring, many schools have a volunteer program operating within their schools. These schools are using parents, grandparents, college students, people from retirement homes, and interested community workers.

Many schools have established a central location for school materials, resources, and equipment using a check-in check-out system. Other schools share ideas and available materials but no central location has been designated.

  - other services developed and offered to the staff:
    1. new professional books were put into the professional library
    2. ideas were shared by displaying activities
    3. peers were used in trying out new methods/techniques/materials
    4. multi-level books no longer on state adoption were provided to be used as texts or "skinny books"
    5. handouts from Right to Read workshops were supplied
    6. USSR was started in the entire school
    7. teaching techniques were demonstrated
    8. suggestions for games through displays were provided
    9. language arts learning centers were established
    10. needs assessment of the school reading program were begun

11. reading teachers worked with groups of students on content area reading
12. surplus books to supplement program were utilized
13. a task force involving parents to help the reading program and to do a needs assessment of the reading program was established
14. learning centers for faculty study with inservice credit was established
15. skill boxes for self-contained classroom were developed
16. workshops on making learning centers were conducted
17. inservice on using readability formulas were conducted
18. workshops on material selection were conducted
19. a language arts program was developed
20. teachers individualized instructional techniques in learning centers
21. teachers worked as a curriculum advisor to improve the reading program in classrooms
22. teachers worked to improve students' attitudes toward reading
23. teachers organized basal reader materials
24. reading teachers trained tutorial aides and classroom aides
25. reading teachers did diagnostic testing
26. a school-wide reading contest was conducted
27. reading teachers assisted with parent conferences
28. school contact persons organized material presented at the Right to Read workshops and placed them in a resource book for teacher reference
29. SWIM lists were provided
30. reading teachers provided help to individual teachers as needed

- As the school reading contact persons, I believe that the following attitudes to change the reading program have occurred as a result of the Right to Read staff development workshops:

  ○ in myself:

More Positive +	87%	8%	2%	More - Negative	3%
		Neutral			

Summary of Comments: Most of the comments that were made indicated that the school reading contact persons felt:

1. they were more secure in a better understanding of their roles
2. they had a responsibility to share the information gained with their faculty
3. they were more aware of reading problems and ways to help students
4. they were refreshed in their knowledge of reading

5. they got more teachers involved in the reading program
6. they were more aware of attitudes in students and how to improve their desire to read
7. they had gained skills in working with other teachers
8. they had updated methods for teaching reading
9. they were more involved in working with teams
10. they were more comfortable in asserting their knowledge in reading
11. they had a desire to change some of their rigid ideas
12. many children are not provided as many experiences as they could be
13. they had developed a more positive attitude and confidence in self and work
14. they had a greater awareness of the value of needs assessments
15. they were better able to guide and help plan a total reading program
16. they had a need to correlate the total school reading program
17. they were more tolerant of various personalities and their teaching strategies
18. they were more aware of reading materials, teaching techniques, strategies, and resources
19. they were more concerned with a balanced and integrated program

○ in the school staff:

More Positive +	70%	25% Neutral	3%	More - Negative	2% NA

Summary of Comments: The school reading contacts felt that their school staffs had changed their reading program in the following ways:

1. they have been testing children to determine their reading levels and to evaluate their progress
2. they have been rewriting and creating new material on students reading levels
3. they have been grouping for individualization
4. teachers are trying new teaching materials, methods and techniques
5. they are more aware of reading readiness and skills needed for reading
6. they are sharing materials and evaluating materials
7. teachers are using learning centers

8. the administration is being more supportive of the reading program - providing more funds and materials, release time for inservice, and utilizing reading resource teachers
9. teachers are using a variety of media rather than a single text
10. they are requesting more ideas, volunteers, materials, inservice and special help for students
11. they are utilizing ideas brought back from Right to Read meetings
12. teachers have begun files on manipulatives in the areas of pre-reading, phonic, and comprehension skills
13. they are more aware of reading instruction and individual child progress
14. teachers are more interested and show more enthusiasm in teaching

○ in the students at my school:

More Positive +	70%	23% Neutral	1%	More - Negative	6% NA

Summary of Comments: The school reading contact believed that their students had changed the attitudes towards reading for the following reasons:

1. they had improved their self-concepts
2. they show a greater desire to read and are reading more books
3. they request materials and books, want to use the equipment, and want to participate in activites related to reading
4. they are wanting and trying to improve their reading by requesting help in reading
5. students are involved in the school tutoring program
6. they seem to be more comfortable with reading and to be enjoying reading
7. students are showing greater progress in reading
8. reading attitude surveys indicate positive change in attitudes towards reading

○ in my school district:

More Positive +	43%	38% Neutral	5%	More - Negative	27% NA

Summary of Comments: Those reading contact persons seeing a more positive change in attitude toward the reading program and making positive changes believe that district level personal are:

1. listening and responding to new ideas and suggestions

2. receiving encouragement to improve their reading program
3. participating in meetings and inservice programs
4. showing support by providing funds and inservice time and outside consultants and established county steering committees and reading committees

Those reading contact persons not seeing any difference in their attitude to change the reading program felt:

1. that their classes were still overcrowded
2. no money was allotted for new materials, equipment or programs
3. no time was allotted for planning or inservice
4. no support or encouragement was provided to attend workshop or improve programs
5. that, due to poor communication, they were not aware of any activities or attitudes of personnel at district level

○ in the school administration:

More Positive +	64%	22% Neutral	5%	More - Negative	9% NA

Summary of Comments: The school reading contact persons who saw a difference in the administration's attitude to change the reading program were aware of the following:

1. administrators provided more planning time
2. administrators provided time for inservice training with staff
3. administrators provided release time to attend inservice training
4. administrators provided funds to pay for substitutes so that teachers could attend inservice training workshops
5. administrators attended and participated in inservice training workshop
6. administrators developed and organized additional services for staff
7. administrators provided spirit, presence, encouragement and involvement in and support for the reading program
8. administrators referred teachers to reading teachers for help and assistance
9. administrators placed reading as the top priority
10. administrators became more flexible and more receptive to new ideas and classroom techniques

11. administrators showed willingness to obtain all needed equipment and materials needed to improve the reading program
12. administrators hired more reading teachers and have covered reading positions into reading resource positions
13. administrators were committed to the Right to Read needs assessment
14. administrators were interested in reading success and self-concept of children
15. administrators designated time for reading meetings

● The following changes have occurred in the school reading program as a result of the Right to Read staff development workshops/training:

O new program materials

O reorganization of existing program

O additional reading teachers

O others

O none

Summary of Comments: The school reading contact persons believe the following changes have occurred in their school reading programs:

1. teachers are more aware of readability levels of teaching material and are evaluating materials
2. teachers are requesting and receiving in-service training in all content areas
3. teachers are requesting and obtaining more professional materials
4. teachers are individualizing instruction to a greater degree by continuous diagnostic-prescriptive instruction
5. schools are doing needs assessments of their programs to determine strengths, weaknesses and needs
6. subject area teachers are using directed study guides
7. more time has been allotted for reading/language arts
8. teacher knowledge of reading has increased based on teacher knowledge surveys
9. peer tutoring and volunteer programs have been implemented
10. more applications for federal grants have been written
11. skill check lists and continuums between grades/levels have been developed
12. language arts and learning centers are being established and utilized

13. teachers show greater interest and enthusiasm towards improving the reading programs
14. more inservice workshops are being requested and conducted
15. schools have implemented USSR (Uninterrupted Sustained Silent Reading)programs
16. changes in classroom management, organization and planning
17. teachers are making more teacher-made materials, manipulatives, and games
18. reading contests for recreational reading are being conducted
19. greater accessibility of media equipment and materials to students and staffs
20. resource centers for materials have been established
21. reading programs have been changed/improved
22. greater integration of federal reading programs and regular reading programs has occurred
23. greater emphasis has been placed on using non-profit media for poor readers
24. reading centers have been established in classrooms
25. more grouping and teaming for individualization has occurred
26. better articulation between and among grade levels has taken place
27. greater administrative support/backing has been provided
28. change in job descriptions for reading teachers have been made
29. there has been an improvement of reading scores on tests
30. students are more interested in their reading ability and are trying to improve their scores

○ the degree of change:

Great	5%	15%	30%	24%	9%	3%	5%	None	9%
	1	2	3	4	5	6	7		NA

Summary of Comments: Many reading contact persons indicated that changes were being made in their schools and that more plans for change have been established for the future. Those reading contact persons who didn't see any change generally commented that they lacked administrative support and backing or that their schools were already implementing the ideas, materials, and techniques suggested at the Right to Read workshops.

● As the school reading contact person, I believe the most helpful aspect(s) of the Right to Read development workshops have been:

○ to me personally:

Summary of Comments: The school reading contacts felt that the most helpful aspects of the Right to Read staff development workshops to them, personally, were as follows:

1. they reinforced and reviewed skills in teaching reading
2. they enabled teachers to exchange ideas and techniques pertaining to reading with others
3. teachers learned about new materials, resources, methods, and techniques for teaching
4. they came in contact with and met other teachers and consultants
5. they received encouragement and received positive attitudes about themselves and how they are teaching
6. they updated their knowledge of reading skills
7. they improved their techniques for classroom organization and management
8. they have been able to apply what they've learned at the workshops
9. they have become receptive to new ideas and changed teaching style
10. they have pulled together all the knowledge and training they have had in reading
11. they have grown in self-confidence
12. they have been given more opportunities to work closer with their staff members
13. they have obtained the desire to influence others to improve their teaching programs
14. they have been helped in doing inservice training with staff members

As one school contact person so aptly stated it, "These workshops have been keeping me very aware and on my toes as to all new ideas, theories, and techniques. It's sort of like a vitamin! "

○ to the school staff:

Summary of Comments: The school reading contact persons believed that the most helpful aspects of the Right to Read staff development workshops to their school staffs were as follows:

1. the staffs received and shared copies of lists, materials, and ideas
2. the staffs have become more aware of students' needs and have recognized the importance of helping students with their reading skills

3. they made greater use of reading teachers and reading resource personnel
4. they received staff development training on techniques, methods, materials, and resources
5. their interests and enthusiasm towards improving reading increased
6. their knowledge of reading skills improved or was updated, reviewed, and reinforced
7. they implemented new techniques, methods, and ideas
8. they individualized their instruction by grouping, using language arts and reading centers, and teaming
9. they became aware of the need to make changes in their teaching strategies to help students improve their reading
10. they purchased and/or made greater use of available professional materials

○ to the school administration:

Summary of Comments: The school reading contact persons believed that the most helpful aspects of the Right to Read staff development workshops to their school administration were as follows:

1. the administrators have a better understanding of the problems involved in teaching reading
2. the administrators have allotted funds and time for reading inservice workshops
3. they have become more aware new ideas and materials for teaching reading
4. they have become more receptive to new ideas and changes to improve the curriculum
5. the administrators have an awareness of the need for reading resource personnel
6. they have become more supportive and enthusiastic about the reading programs
7. they have implemented the Right to Read needs assessment evaluation, resource centers, and new programs
8. they have a better understanding of tests, testing procedures, and test interpretations

○ to the school district:

Summary of Comments: The school reading contact persons believed that the most helpful aspects of the Right to Read staff development workshops to their school districts have been as follows:

1. the district level personnel and reading contacts have worked more closely together
2. they have organized and arranged for reading meetings to share new ideas, materials, resources, and techniques

3. they have organized inservice training workshops and implement the inservice into the master inservice plans
4. they have upgraded reading competencies for teachers and administrators
5. the superintendents have made reading the districts' top priority
6. the district personnel have utilized information obtained at the Right to Read workshops
7. they have established district level resource centers and disseminated information and materials
8. they have developed and implemented a skills continuum skills check list
9. they have organized district level volunteer program
10. they have become aware of and are investigating where help is needed and are establishing reading centers to service these needs

- As the school reading contact person, I believe that the major shortcomings of the staff development training workshops have been:

  - consultants:

    - not well prepared:

      Summary of Comments: The school reading contact felt that a majority of the consultants were quite well prepared and, on the whole, very helpful. There were a few situations in which the consultants did not seem well prepared, but these were when consultants were conducting workshop on short notice due to cancellations of other consultants.

    - too general, not specific enough:

      Summary of Comments: In general, the school reading contact persons felt that the consultants were specific enough. However, a few persons felt that there were times when the consultants were too general and that the ideas presented could be obtained/learned from professional journals or courses in reading.

    - too stuctured:

      Summary of Comments: Only one school reading contact person responded to this question. This person commented that only two of all the consultants were too structured.

- others:

Summary of Comments:

1. the consultants have not been notified as to the level of expertise and grade level interest of their audience
2. at times there were not enough handouts for all participants
3. a summary of each day's agenda should be be sent in advance
4. sessions could be divided up into Elementary, Secondary and Adult
5. handouts by most consultants were most beneficial
6. three days are too long to be away from school
7. classroom teachers should be allowed to attend the sessions
8. some sessions contained too little "hands on" material
9. concepts and material repeated or overlapped in some sessions
10. change agent skills are needed
11. level of expertise of the participants was too varied within a region
12. suggested resources were helpful
13. workshop with psychologists was most beneficial
14. self-concept workshop should be closer to the beginning of the year

○ too simple:

Summary of Comments:

1. at times, the sessions were too simple
2. more help is needed in the implementation of programs and techniques
3. it would have been beneficial to relate current research in reading to the topics discussed

○ too complex: There were no comments made to this question.

○ not enough participant involvement:

Summary of Comments: Most participants felt that there was good participant involvement.

• other comments:

Summary of Comments:

1. most of the presentations were very good
2. sample teaching units should be distributed
3. although the amount of involvement varied with the consultant, many topics were presented informally so that the participants feit free to join in
4. some presentations were not detailed or specific enough
5. the participants had too little time to duplicate the ideas and activities given at the workshops

○ training in areas of need were covered:

Summary of Comments:

1. Yes - but the following areas could have been included or covered in more depth: secondary reading, comprehension skills, classroom management, pre-reading/readiness, techniques for Specific Learning Disability Students, evaluation of materials, writing grants, prescription writing, the mechanics of grouping, content reading, construction of teacher-made materials, learning centers, and reading programs.
2. No - the following areas of need should be covered: psycholinguistics, listening skills, creative writing as a means to teach reading, communication skills, readability formulas, the development of skills boxes and skills checklist, change agent skills, comparison of state adopted textbooks, and learning disabilities.

○ not having a choice of what staff development workshops I needed/wanted to attend:

Summary of Comments: The school reading contact persons felt that they should be given a choice as to the workshops they would attend. If they were required to attend all workshops, then they should have a choice as to what topics within the sessions they would attend. There were, however, some reading contacts who felt that participants needed to attend all the workshop sessions.

○ reception of school faculty:

Summary of Comments: A few of the reading contact people felt that some faculties resented having to do the school contact duties while they were out and that the first workshop interfered with preplanning. Too, it sometimes created a substitute problem. In general, however, most faculties were happy to have the opportunity to send a representative to bring back new ideas.

○ having to contend with travel arrangements and making travel accommodations:

Summary of Comments: Most of the reading contact people did not find this to be a problem; however, when travel was not paid by the county, it was a financial burden. In most cases, the people enjoyed the travel.

● As the school reading contact person, I recommend the following changes for the Florida Right to Read Effort for next year:

○ length of the staff development workshop (days):

Summary of Comments: Participants varied in their response from one day to five days with the majority requesting two or three days.

○ location of the staff development workshops:

Summary of Comments: The reading contact persons wanted the meetings central to areas involved. In general, the suggestions can be summarized as follows:

Region 1: Tallahassee, Panama City (Gulf Coast Community College)

Region 2: Jacksonville, Lake City, Tallahassee, Gainesville

Region 3: Orlando (Hilton West, Howard Johnson's on Kirkman Road)

Region 4: Sarasota, St. Petersburg, Ft. Myers, Tampa

Region 5: Florida Atlantic University, West Palm Beach, Palm Beach Junior College

○ organization of the staff development workshops:

Summary of Comments: The reading contact persons felt that the major shortcomings of the organization of the staff development workshops were as follows:

1. session on humanistic education should be in the beginning of the year
2. workshops should be organized according to grade levels such as elementary, secondary, and adult
3. the third day of the workshop could be eliminated if participants stayed overnight and used their afternoons and evenings for meetings
4. content area teachers should be able to attend sessions other than Reading in the Content Area
5. workshops should be scheduled for teacher workdays
6. the readiness workshop should be scheduled for the beginning of the year
7. training packets should be provided to help bring information back to the faculty

○ number of staff development workshops required to attend:

Summary of Comments: The reading contact persons felt that the number of staff development workshops that should be attended were as follows:

1. the contact person should be required to attend only those workshops that will meet their individual needs, and
2. to maintain continuity, if a district agrees to participate, the reading contact person should attend all the workshops

○ participants who should be required to attend:

Summary of Comments: The reading contact persons felt that the participants who should be required to attend should be the reading contact persons. Other faculty members should be allowed to attend, however.

● As the school reading contact, where do you feel your school stands for the school year 1975-76:

○ need assistance in organizing inservice workshops for school staff development:

In general, the reading contact people felt that they could assist other schools with staff development sessions.

- As a school reading contact person, I have made the following changes in my professional practices as a result of the training received from the Florida Right to Read staff development workshops:

Summary of Comments: The school reading contacts felt the following changes were made in their professional practices as a result of the training received:

1. they were able to express ideas more openly and effectively
2. they were better able to assess needs of the teachers in planning staff development
3. they were able to help content area teachers teach reading
4. they were able to use professional resources more effectively
5. they were able to share ideas on materials and methods
6. they were able to help teachers individualize the reading program
7. they gained insights to help change attitudes
8. they were made aware of the importance of coordinating a total reading program

- As the school reading contact person, I have grown professionally and increased my competencies in the following areas as a result of the Florida Right to Read staff development workshops during the year:

Summary of Comments: The school reading contact persons felt that they had grown professionally and increased their competencies in the following areas:

1. communication skills
2. setting up of staff development workshops
3. change agent skills
4. utilization of teacher made materials
5. knowledge and appreciation of children's literature
6. readiness
7. word attack skills
8. speaking ability
9. reading in the content area
10. organization for reading
11. the importance of a positive self concept
12. comprehension skills
13. diagnosis and prescription

Appendix B

EVALUATION OF THE FLORIDA RIGHT TO READ EFFORT
BY THE SCHOOL ADMINISTRATOR

- As a school administrator, I have been able to utilize the information gained in the Right to Read staff development workshops:

MORE POSITIVE	38%
NEUTRAL	44%
MORE NEGATIVE	7%
NOT APPLICABLE	0%
NO RESPONSE	9%

- As a school administrator, I have been able to utilize the information gained from the Right to Read staff development workshops in the following way:

  - to conduct staff development workshops in my district:

YES	6%
NO	81%
NOT APPLICABLE	0%
NO RESPONSE	13%

  - to conduct staff development workshops in my school:

YES	55%
NO	33%
NOT APPLICABLE	0%
NO RESPONSE	11%

  - to provide staff development workshops for individual departments in my school:

YES	51%
NO	35%
NOT APPLICABLE	1%
NO RESPONSE	13%

  - to provide staff development workshops for individual teachers:

YES	79%
NO	11%
NOT APPLICABLE	0%
NO RESPONSE	9%

  - to improve my personal administrative skills:

YES	81%
NO	11%
NOT APPLICABLE	0%
NO RESPONSE	7%

  - to improve my knowledge of reading:

YES	82%
NO	13%
NOT APPLICABLE	0%
NO RESPONSE	5%

○ others:

Summary of Comments: Other comments made by school administrators on the change of attitudes to change the reading program are as follows:

1. general faculty meetings are used for training sessions by reading contact teachers
2. administrators are more consolidated, unified efforts and directions toward content area involvement in reading
3. reading committees are more active
4. there is more planning for next year's in-service and staff development sessions

○ the degree of change:

MORE POSITIVE	40%
NEUTRAL	33%
MORE NEGATIVE	12%
NOT APPLICABLE	7%
NO RESPONSE	4%

● As a school administrator, I believe the most helpful aspect(s) of the Right to Read staff development workshops have been:

○ to me personally:

Summary of Comments: The school administrators believe the most helpful aspect(s) of the Right to Read staff development workshops have been the following:

1. they have received a better understanding of a developmental reading program
2. they have received resource references and "hands on" materials
3. they had opportunities to react with others and other school districts, developed an awareness of problems in reading
4. they kept abreast of new programs and materials
5. enthusiasm has been generated in participates
6. they can provide more help to teachers

○ to other school administrators in the school:

Summary of Comments: The school administrators felt that the most helpful aspect(s) of the Right to Read staff development workshops to other administrators in the school have been the following:

1. they have new interest in reading
2. they are more receptive to ideas and willing to provide time needed for staff inservice
3. they have increased their knowledge in reading
4. administrators were given some direction on how to improve the individual school or implement changes in the reading program
5. Right to Read helped the principals see the need for more emphasis in reading

6. administrators are beginning to realize the need to work together and that each has his responsibility to the reading program
7. they identified leadership on school staff and aided teachers in realizing inservice options

○ to the school staff:

Summary of Comments: The school administrators felt that the most helpful aspects of the Right to Read staff development workshops to their staff members have been the following:

1. the staffs have a more open mind toward receiving regular inservice
2. resources are being used in the classroom
3. there is better communication and cooperation within the staff
4. they see a need for change in the reading program
5. new techniques and materials are being tried
6. they have a better understanding of problems and more interest in helping a child learn at his own level

○ to the school reading contact person:

Summary of Comments: The school administrators believed that the most helpful aspect of the Right to Read staff development workshops to their school reading contact persons have been:

1. they have a high interest in approaches, materials, techniques, and new ideas
2. they have been given constant reinforcement of their abilities leading toward improved competency
3. they have shared new ideas with other reading teachers
4. they have been made more aware of reading problems and ways of helping students
5. they are better prepared to organize and work with the reading program
6. reading contact persons are more confident in their abilities

○ to the school district:

Summary of Comments: The school administrators felt that the most helpful aspect of the Right to Read staff development programs to their school districts were the following:

1. it has provided the opportunity for district staff personnel to receive common training
2. it has provided opportunities to share ideas
3. it has stressed the idea that the job of teaching reading can't be done only by reading teachers
4. the districts have showed more willingness to permit more participation in workshops
5. it has brought about the realization that Right to Read actually works
6. it has developed a systematic approach to the districts problems in reading instruction

- As a school administrator, I believe that the major shortcomings of the staff development training workshops have been:

  - consultants:

    Summary of Comments: The school administrators believed that the major shortcomings of the consultants doing the staff development workshops have been the following:

    1. occasionally, consultants prepared for secondary instead of the elementary level
    2. substitute consultants were not always able to adapt to needs of group
    3. they needed to be more specific in the materials presented
    4. some consultants relied too much on lecture, they needed more examples
    5. some consultants did not offer any useable information
    6. there were too few consultants - field people needed to be included as much as possible

  - training in areas were covered:

YES	46%
NO	27%
NOT APPLICABLE	1%
NO RESPONSE	25%

    Summary of Comments: The school administrators made the following comments concerning the areas of training:

    1. they needed more training in sequential planning
    2. they needed more information on how to evaluate reading programs, and how to assess the needs of local schools
    3. they need more training on how to change from a traditional three reading group plan to individualized reading program
    4. they need more training on language experience for intermediate non-readers
    5. they need more training on how to use some of the information provided at the workshops
    6. they need more training on how unit exercises could be employed immediately by the participants in their classroom situation
    7. they needed more assistance in planning for ways to extend staff development into districts
    8. they needed pointers in making applications for special projects which might be available for programs and aides
    9. they needed more training on working with disadvantaged children
    10. they needed further help in psycholinguistics, prescriptive teaching, and teaming for teaching reading
    11. they needed more training on coordinating a reading program, change agentry, and classroom management

- not having a choice of what staff development workshops I needed/ wanted to attend:

YES	30%
NO	50%
NOT APPLICABLE	1%
NO RESPONSE	17%

Summary of Comments: The school administrators, in general, felt that the workshops should be open to whoever would get the most benefit out of a given topic. They would rather have more people attend instead of the same ones each time. A few mentioned that a minimum number of workshops be attended in order to participate in Right to Read.

- reception of school faculty towards my being away from the school to attend the Right to Read staff development workshops:

MORE POSITIVE	9%
NEUTRAL	21%
MORE NEGATIVE	55%
NOT APPLICABLE	11%
NO RESPONSE	3%

Summary of Comments: The school administrators felt, in general, that their faculties had negative feelings about them being away from their schools. They felt that their duties suffered as a result of being away from the school. Some thought it would be better to send different people to each meeting. Several administrators, however, felt that their faculties wanted to keep up with new and good methods and materials of teaching reading and were happy they could go.

- having to contend with travel arrangement and making travel accommodations:

MORE POSITIVE	13%
NEUTRAL	13%
MORE NEGATIVE	54%
NOT APPLICABLE	17%
NO RESPONSE	3%

Summary of Comments: Some of the school administrators felt that the workshops were too far away and that they had poor directions as to meeting locations. They also felt that reinbursements took too long in coming. Other administrators, however, had no problem with travel arrangements and accommodations.

- As a school administrator, I recommend the following changes for the Florida Right to Read Effort for next year:

  - organization of the staff development workshops:

Summary of Comments: The school administrators felt that the following changes

should be made in the organization of the workshops for 1975-76:

1. provide more time for administrative concerns
2. spend more time on evaluation rather than techniques
3. avoid workshops at the beginning of year and mid-term
4. both principal and reading contact should be invited to the same workshop
5. have small groups workshops only
6. have more workshop days
7. involve more classroom teachers
8. spend more time on practical ideas
9. work with local counties to provide consultants for the local in-service days
10. improve the organization of the workshops and include participants in the organization
11. have more secondary involvement
12. arrange it so that the 1st day is a brief review, the 2nd day is more in depth, and the 3rd day is actual material manipulation

○ content/topics covered in the workshops - add:

Summary of Comments: The school administrators felt that the following content/topics should be added to the Right to Read workshop program:

1. the total reading concept as it relates to language and communication skills
2. additional help in testing and evaluation
3. additional training in oral language development
4. additional help in creative use of a reading program using basal textbooks
5. planning for the implementation of staff development/assistance/involvement
6. reading program for slow learner and/or disadvantaged children
7. clinical operation
8. management of reading programs
9. change agent skills
10. more on developing comprehension skills
11. more on pre-reading skills
12. more on motivational techniques
13. specific diagnostic instruments for specific disabilities
14. ideas for conducting workshops in reading
15. readability
16. more on content area teaching
17. demonstration of new materials
18. ways to improve communication between resource teacher and classroom
19. budgeting and funding reading programs

○ content/topics covered in the workshops - eliminate:

Summary of Comments: The school administrators did not respond to which topics/

content should be eliminated from the Right to Read workshops, but they did discuss which techniques used by consultants to convey information. They wanted consultants to eliminate the following:

1. presentations of theory
2. buzz groups
3. tapes of people doing their thing - have them do it with the participants
4. consultants reading from prepared notes

● As a school administrator, I recommend the following changes for the Florida Right to Read Effort for next year:

○ activities used in workshops--group discussions:

MORE POSITIVE	43%
NEUTRAL	41%
MORE NEGATIVE	5%
NOT APPLICABLE	0%
NO RESPONSE	11%

○ activities used in workshops--use of audio visual equipment:

MORE POSITIVE	38%
NEUTRAL	41%
MORE NEGATIVE	5%
NOT APPLICABLE	0%
NO RESPONSE	16%

○ others:

Summary of Comments: School administrators recommended the following changes for the Florida Right to Read Effort:

1. lean toward group participation and discussion
2. have sessions dealing with development of self-concept come earlier in the year
3. provide more actual experience in working with ideas presented
4. allow participants more time to make materials
5. provide demonstrations
6. have seminar type sessions

● As a school administrator, where do you feel your school stands for the school year 1975-76:

○ additional training:

MORE POSITIVE	57%
NEUTRAL	25%
MORE NEGATIVE	6%
NOT APPLICABLE	1%
NO RESPONSE	9%

Summary of Comments: The school administrators were in the following positions for the 1975-76 school year:

1. they would like to include more classroom teachers in

these workshops because they need more training
2. they have a successful reading program
3. teacher attitudes are just beginning to change
4. they are embarking on a school-wide model for reading instruction
5. they want more organization in the reading program within the county
6. they must start staff development training
7. changes in personnel will necessitate additional training
8. reading will be emphasized again next year
9. they need inservice on change agent skills
10. they lack a strong reading program but will attempt to improve it beginning with a needs assessment

○ need assistance in organizing inservice workshops for school staff development:

YES	67%
NO	19%
NOT APPLICABLE	0%
NO RESPONSE	14%

○ additional training in acquiring outside consultant help to conduct school staff development workshops:

YES	59%
NO	22%
NOT APPLICABLE	0%
NO RESPONSE	

○ acquiring material resources for school staff development workshops:

YES	68%
NO	17%
NOT APPLICABLE	0%
NO RESPONSE	14%

○ conducting school staff development workshops:

YES	65%
NO	13%
NOT APPLICABLE	0%
NO RESPONSE	22%

○ receiving administrative backing and assistance:

YES	27%
NO	43%
NOT APPLICABLE	0%
NO RESPONSE	30%

○ the staff is ready/able to assist other schools with staff development training:

YES	27%
NO	52%
NOT APPLICABLE	0%
NO RESPONSE	21%

- As a school administrator, I have organized and arranged for outside consultants to conduct staff development workshops at my school in areas where I feel my reading contact person, staff, and I need additional assistance:

YES	28%
NO	59%
NOT APPLICABLE	0%
NO RESPONSE	13%

- As a school administrator, I have been able to develop and organize additional services for the staff as a result of Right to Read staff development training:

  - peer tutoring program:

YES	35%
NO	44%
NOT APPLICABLE	0%
NO RESPONSE	21%

  - volunteer program:

YES	28%
NO	48%
NOT APPLICABLE	0%
NO RESPONSE	23%

  - material resource center:

YES	51%
NO	36%
NOT APPLICABLE	0%
NO RESPONSE	13%

- As a school administrator, I believe that the following attitudes to change the reading program have occurred as a result of the Right to Read staff development workshops:

  - in my self:

MORE POSITIVE	75%
NEUTRAL	14%
MORE NEGATIVE	3%
NOT APPLICABLE	3%
NO RESPONSE	5%

Summary of Comments: The school administrators felt that the following changes in attitudes to change the reading program have occurred in themselves:

1. they are placing more emphasis on and have a better understanding of reading problems
2. they are seeing that children are being taught
3. they are giving more staff training at individual schools
4. they are scheduling additional reading time blocks in the curriculum
5. the administration is taking a greater part in decision-making about reading program
6. they are more cooperative and are planning for the overall reading program

7. there is more involvement of entire staff in the reading program
8. they have received help and information from interaction with colleagues
9. they are trying new things, methods, and materials

○ in the school staff:

MORE POSITIVE	67%
NEUTRAL	25%
MORE NEGATIVE	2%
NOT APPLICABLE	1%
NO RESPONSE	3%

Summary of Comments: The school administrators felt that their staffs had made the following changes in their attitude to change the reading program:

1. there is more staff cooperation, and staff members are enthusiastic about information received
2. they are trying new methods, materials, are seeking information, and have followed through on refining activities which improved their reading programs
3. they are showing more concern about reading and meeting the individual needs of children
4. content area teachers are more concerned about reading
5. there is more teacher involvement in the reading program

○ in the students at my school:

MORE POSITIVE	57%
NEUTRAL	33%
MORE NEGATIVE	1%
NOT APPLICABLE	3%
NO RESPONSE	5%

Summary of Comments: The school administrators felt that the students in their schools had made the following changes in their attitudes to change:

1. students enjoy reading more
2. students are more interested in reading materials
3. there is better student behavior
4. there is more active involvement, more participation in reading activities
5. there is more independent in work habits

○ in my school district:

MORE POSITIVE	38%
NEUTRAL	36%
MORE NEGATIVE	0%
NOT APPLICABLE	11%
NO RESPONSE	14%

Summary of Comments: The school administrators felt that their school districts had made the following changes in their attitudes to change the reading program:

1. there is greater participation by many schools in Right to Read inservice
2. materials are more uniformly shared throughout districts
3. cooperation and aid are provided with emphasis on improving reading programs
4. enthusiasm of county staff has increased

- in the school reading contact person:

MORE POSITIVE	82%
NEUTRAL	9%
MORE NEGATIVE	0%
NOT APPLICABLE	3%
NO RESPONSE	5%

Summary of Comments: The school administrators felt that their school reading contact persons had made the following changes in their attitudes to change the reading program:

1. there is a high rate of interest shown while attending conferences
2. there is increased sharing of materials and ideas
3. administrators are working more with other teachers and administrators
4. there is active in developing management system for school

- The following changes have occurred in the school reading program as a result of the Right to Read staff development workshops/training:

- new program materials:

YES	73%
NO	13%
NOT APPLICABLE	3%
NO RESPONSE	11%

- reorganization of existing program:

YES	62%
NO	22%
NOT APPLICABLE	5%
NO RESPONSE	11%

- additional reading teachers:

YES	21%
NO	55%
NOT APPLICABLE	3%
NO RESPONSE	21%

- more time provided staff for additional training/inservice:

YES	44%
NO	38%
NOT APPLICABLE	3%
NO RESPONSE	14%

○ the school did receive enough benefits from the Florida Right to Read workshops to be involved in the Florida Right to Read Effort during the 1975-76 school year:

YES	39%
NO	36%
NOT APPLICABLE	5%
NO RESPONSE	21%

● As a school administrator, I have made the following changes in my professional practices as a result of the training received from the Florida Right to Read staff development workshops:

Summary of Comments: The school administrators felt that they had made the following changes in their professional practices as a result of training received from the Right to Read workshops:

1. they feel much more competent in helping with eliminating reading problems
2. they are more aware of content area approach
3. they are more capable of evaluating materials and programs
4. they can better coordinate our total reading program
5. they have become better-organized in planning inservice and in using test data
6. they have changed their attitude about reading
7. they have encouraged all subject area teachers to participate in reading workshops
8. they have conducted more inservice
9. they have assessed and attempted to meet individual needs
10. they are trying new things in their reading programs
11. they have helped teachers teach on the child's level
12. they have listened more to teachers and asked for their opinion in making changes
13. they know value of a reading management system
14. they have changed the organizational structure of their reading program
15. they have added reading courses to their curriculum
16. they have instigated a peer tutoring program

● As a school administrator, I have grown professionally and increased my competencies in the following areas as a result of the Florida Right to Read staff development workshops during the year:

Summary of Comments: The school administrators felt that they had grown professionally and increased their competencies in the following areas as a result of the Right to Read workshops:

1. they have better administration of the reading program
2. they have better knowledge of individualizing reading
3. they have a better perception of other school systems and their problems have changed considerably

4. they have better materials for teachers
5. they have more teacher involvement in the reading program
6. they have a better knowledge of proper role of the reading resource teacher in the reading programs
7. they are supporting innovation
8. they are using volunteer help
9. they are interpreting test results
10. they are providing follow-up programs

Appendix C

EVALUATION OF THE FLORIDA RIGHT TO READ EFFORT
BY THE SCHOOL FACULTIES

- As a faculty member of a Right to Read school, I have received (additional) training in reading during the 1974-75 school year in the following ways:

  - training from school Right to Read reading contact person:

    - in individual help sessions:

YES	91%
NO	9%
NA (not applicable)	--

Summary of Comments: The faculty members of Right to Read schools received training from the Right to Read reading contact persons in individual help sessions in the following areas:

1. diagnosing reading abilities and problems
2. learning the use of and how to operate reading equipment and machines
3. writing appropriate prescriptions for individual students
4. evaluating and utilizing materials and methods of instruction
5. classroom organization and planning
6. reading activities in content area reading
7. developing study guides for content area reading
8. making games appropriate for developing reading skills
9. using readability formulas
10. becoming aware of current research finding, publications, and teaching strategies
11. preparing materials
12. consulting students and parents
13. utilizing volunteers and peer tutors
14. setting up learning centers
15. providing resource materials and instructions on their use

- in sessions conducted for my team or department:

YES	76%
NO	15%
NA (not applicable)	6%
NR (no response)	3%

Summary of Comments: The faculty members of Right to Read schools received training from the Right to Read reading contact persons in sessions conducted for their teams or departments in the following areas:

1. approaches to reading instruction
2. methods for diagnosing and evaluating student progress
3. using readability formulas
4. teaching techniques and strategies
5. reading problems pupils may encounter in reading and in learning to read
6. preparing study guides
7. using materials
8. developing and administering IRI's
9. strategies to develop comprehension, communication, and word processing skills
10. training volunteers

- in sessions conducted for my entire staff:

YES	61%
NO	24%
NA (not applicable)	9%
NR (no response)	6%

Summary of Comments: Those faculty members of Right to Read schools who commented on receiving training from the Right to Read reading contact persons in sessions conducted for their entire staffs stated that they received training on the use of study guides for content area reading, on understanding reading problems, and on getting their content teachers to gear their curriculum to the reading ability of the students.

O training from my school administrator:

- in individual help sessions

YES	30%
NO	52%
NA (not applicable)	12%
NR (no response)	6%

Summary of Comments: Those faculty members of Right to Read schools that received training from their school administrator in individual help sessions, received help in: (1) sources for available reading materials, (2) suggestions for reading games and activities, (3) relating reading to all subject areas, and (4) use of volunteers and tutors in the reading program.

- in sessions conducted for my team or department:

YES	21%
NO	55%
NA (not applicable)	12%
NR (no response)	12%

Summary of Comments: Those faculty members of Right to Read schools that received training from their school administrator in sessions conducted for their teams or departments, received training in: (1) the characteristics of effective reading instruction, (2) change agentry skills--getting along with other faculty members, (3) sources of available professional materials, (4) the latest trends in reading, and (5) conducting needs assessment of the school reading program.

- in sessions conducted for my entire staff:

YES	30%
NO	46%
NA (not applicable)	18%
NR (no response)	6%

Summary of Comments: Those faculty members of Right to Read schools that received training from their school administrator in sessions conducted for their entire staff received training in: (1) locating and producing new reading games and activities, (2) using new materials and ideas, (3) using available resources, services, volunteers and tutors, and (4) incorporating reading into the curriculum.

○ training from an outside consultant:

- in individual help sessions:

YES	30%
NO	46%
NA (not applicable)	18%
NR (no response)	6%

Summary of Comments: Those faculty members of Right to Read schools that received training from outside consultants in individual help sessions, received training in the following:

1. choral reading
2. use of poetry
3. use of cooking in teaching reading
4. reading problems related to math

5. use of new equipment
6. setting up and following through a PRI program
7. grouping students for individual needs
8. getting students to make up their own reading materials

- in sessions conducted for my team or department:

YES	39%
NO	46%
NA (not applicable)	6%
NR (no response)	9%

Summary of Comments: Those faculty members of Right to Read schools that received training from outside consultants in sessions for their teams or departments, received training in: (1) discipline techniques, (2) learning centers, (3) creative dramatics, (4) oral reading, language, listening, and communication skills, and (5) use of Harper-Row and PRI.

- in sessions conducted for my entire staff:

YES	33%
NO	49%
NA (not applicable)	6%
NR (no response)	12%

Summary of Comments: Those faculty members of Right to Read schools that received training from outside consultants in sessions for their entire staff received training in the following areas: (1) discipline techniques, (2) creating games, (3) reading in content areas, (4) dealing with behavior problems, (5) oral language activities (6) language experience, and (7) psycholinguistics.

- As a faculty member of a Right to Read school, I have made the following changes in my teaching practices and/or program as a result of training received through Right to Read efforts:

Summary of Comments: The faculty members of Right to Read schools have made the following changes in their teaching practices and/or program as a result of the training received through Right to Read efforts:

1. they have developed sequence charts
2. they have improved their use of reading and learning centers
3. they have used humanistic approaches to teaching
4. they have individualized instruction
5. they have made better use of equipment, materials and activities
6. they have stressed reading in content areas
7. they gave more attention to developing reading guides in subject area teaching
8. they have implemented USSR in schools
9. they have used readability formulas
10. they have determined needs and set up priorities based on identified needs
11. they have made more teacher-made materials and used surplus materials to a greater extent
12. they have used motivational techniques and reinforcement activities during instruction
13. they have made greater use of diagnostic-prescriptive techniques
14. they have had students develop more of their own reading materials

- The following changes have occurred in the school reading program as a result of the Right to Read staff development workshops/training:

○ new program materials:

YES	73%
NO	18%
NR (no response)	9%

○ reorganization of existing program:

YES	73%
NO	15%
NR (no response)	12%

○ additional reading teachers

YES	30%
NO	52%
NR (no response)	18%

Summary of Comments: Other changes that have occurred in the school reading program as a result of Right to Read staff development workshops/ training have been:

1. teachers are writing more of their own teaching material to meet the needs of their students
2. aides and volunteers are being utilized in the reading program

3. more inservice is being conducted
4. morale has been boosted
5. parents are more interested in the reading program
6. additional reading personnel has been hired to coordinate and organize the reading programs and/or to serve as resource personnel
7. the existing reading program has been reorganized
8. the administration is more supportive
9. the reading record keeping system for individual students has been improved
10. new reading programs have been implemented

○ the degree of change:

Great:	15	:	12	:	15	:	31	:	3	:	--	:	3	:None
	1		2		3		4		5		6		7	

NA (not applicable) 9%
NR (no response) 12%

Summary of Comments: In noting the degree of change in the school reading program as a result of Right to Read staff development, the faculty members of Right to Read schools noted that: (1) reading skills are being checked more accurately and frequently, (2) records are being kept on the reading achievement of students, (3) goals and objectives of the reading program are being more clearly defined, (4) student reading test scores are improving, and (5) students are more interested in reading.

● As the school faculty member, I believe the most helpful aspect(s) of the Right to Read staff development workshops have been:

○ to me personally:

Summary of Comments: The school faculty members of Right to Read schools believed that, for them personally, the most helpful aspects have been the following:

1. they have more knowledge of reading materials and techniques
2. they have a greater resource of ideas to teach reading and to make reading more meaningful and interesting
3. they have made greater use of study guides

4. they have more awareness of skills needed to read content area material
5. they have a better understanding of the reading process
6. they have gained confidence in ability to recognize potential reading problems and determining corrective strategies
7. they have a greater awareness of differences in reading ability of students
8. they have a better understanding of classroom organization and management techniques

O to my team and/or department:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their teams/departments</u>, the most helpful aspects of the Right to Read staff development workshops have been the following:

1. they have a greater knowledge of materials, resources, techniques/strategies, methods, and activities for teaching reading
2. there is more sharing of information
3. there are more efficient means of record keeping and charting growth in reading
4. they have a clearer understanding of reading process
5. there is a greater emphasis on individualization
6. there is greater continuity in reading program

O to my students:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their students</u>, the most helpful aspects of the Right to Read staff development workshops have been the following:

1. students are experiencing less reading frustration
2. learning has been made more interesting and exciting for students
3. increased interest and awareness, by the students, that they are capable of achieving goals they have established for themselves
4. students have more materials available to them
5. students receive more individualized instruction

6. students have higher self-concepts and are more successful with their work
7. students have improved attitudes towards reading

○ to the school staff:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their school staffs</u>, the most helpful aspects of the Right to Read staff development workshops have been the following:

1. teachers are more conscientious of reading problems
2. there is a greater knowledge and use of reading activities, games, materials, methods and current research findings
3. there is increased awareness of available resources and materials
4. there is increased knowledge of the reading process
5. there is greater emphasis placed on the importance of a good school-wide reading program
6. a "carry-over" effect from the reading program into all classrooms which has improved students' work in all subject areas
7. more information and guidelines on reading are being received
8. staffs are working together as "units" to promote student interest in reading

○ to the school administration:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their school administrators</u>, the most helpful aspects of the Right to Read staff development workshops have been the following:

1. administrators have become more aware and involved in reading problems and preventive/corrective techniques
2. administrators have better knowledge of good, school-wide reading programs and the importance of good school-wide reading programs
3. administrators are more aware of the needs in their school reading programs
4. administrators have provided materials and equipment to meet the needs of the reading programs

5. administrators have provided more planning time and release time for inservice training in reading
6. administrators are more aware of what teachers are doing in reading and how they are doing these things
7. administrators have provided more personal support and interest in the school reading program and have placed greater emphasis on reading

○ to the school district:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their school districts</u>, the most helpful aspects of the Right to Read staff development workshops have been: (1) all the teachers in the county have been helped by the input of ideas and suggestions by the district Right to Read contact person, (2) the reading teachers in the county are working more closely together; (3) there is more interest in reading programs, and (4) Right to Read Coordinating Councils and Advisory Councils have been established.

○ to the contact person:

Summary of Comments: The school faculty members of Right to Read schools believed that, <u>for their school reading contact persons</u>, the most helpful aspects of the Right to Read staff development workshops have been the following:

1. they are more aware of ideas, games, activities, and techniques to use to teach reading
2. they are provided inservice workshops for faculty on information related to reading
3. there is more contact with other reading teachers and projects
4. there is greater enthusiasm for the reading program
5. they have improved organization of the reading program
6. they have gotten the parents more interested and involved in the reading program
7. they have shared and provided more materials and have served as a resource to faculty members

8. there is more cooperation and understanding, and excellent leadership and assistance have been provided for the faculty

- As the school faculty member, I believe that the following attitudes to change the reading program have occurred as a result of the Right to Read staff development workshops:

  - in myself:

    More Positive + 87 | 8 Neutral | -- More - Negative

    NA (not applicable) 5
    NR (no response) 0

  - in the school staff:

    More Positive + 66 | 20 Neutral | -- More - Negative

    NA (not applicable) 9
    NR (no response) 5

  - in the students at my school:

    More Positive + 69 | 19 Neutral | -- More - Negative

    NA (not applicable) 9
    NR (no response) 3

  - in the school reading contact person:

    More Positive + 81 | 19 Neutral | -- More - Negative

    NA (not applicable) 3
    NR (no response) 9

  - in my school district:

    More Positive + 38 | 17 Neutral | -- More - Negative

    NA (not applicable) 18
    NR (no response) 27

  - in the school administration:

    More Positive + 63 | 13 Neutral | -- More - Negative

    NA (not applicable) 9
    NR (no response) 15

● As a faculty member of a Right to Read school, I recommend the following changes for the Florida Right to Read Effort for the next year:

○ opportunities for staff members, other than the school administrators/school reading contact person, to attend the regular Right to Read staff development workshops should be provided.

YES	82%
NO	3%
NA (not applicable)	6%
NR (no response)	9%

○ additional/greater amounts of assistance and/or training in areas of need should be provided by the persons attending the sessions.

YES	70%
NO	6%
NA (not applicable)	6%
NR (no response)	18%

Summary of Comment: The faculty members of Right to Read schools made the following recommendations for the Florida Right to Read Effort for the 1975-76 school year:

1. have Right to Read consultants come to individual classrooms and help organize reading programs
2. provide a newsletter informing teachers of new ideas
3. provide workshops for beginning (first year) teachers
4. make faculties more aware of the Florida Right to Read Effort--some faculties are not being informed that their schools are participating in the Right to Read Effort
5. lend greater support and assistance to individual schools
6. have school set aside regularly scheduled times so that the Right to Read contact person can provide inservice workshops
7. make sure that the administration and faculties fully understand the Florida Right to Read Effort by the end of pre-planning sessions
8. have separate workshops for elementary and secondary level teachers
9. increase staff involvement in the Right to Read workshops

● As a faculty member, where do you feel your school stands in reading for the school year 1975-76:

○ additional training:

Need More:	1	2	3	4	5	6	7	Do Not Need Training
	15	18	28	15	3	3	3	

NA (not applicable) 3%
NR (no response) 12%

Summary of Comments: The faculty members of participating Right to Read schools believed that their schools needed the following <u>additional training</u> in reading:

1. how to identify potential reading problems in students
2. the benefits and possibilities of the Florida Right to Read Effort
3. how to prepare every teacher to teach reading at all levels and in all subject areas
4. how to interpret and utilize information from standardized tests
5. ways to insure an effective reading program
6. ways to help children reading below their potential
7. continuous updating of materials, programs, and techniques to teach reading
8. how to diagnose and prescribe to improve the reading ability of students

● As a faculty member of a Right to Read school, I have made the following changes in my professional practices as a result of the training received from the school reading contact:

Summary of Comments: The faculty members of participating Right to Read schools have made the following <u>changes in their professional practices</u> as a result of the training they have received from their school reading contact personnel:

1. they have paid more attention to concepts and vocabulary being taught
2. they are teaching work-study skills
3. they are giving more attention to reading readiness by previewing reading assignments

4. they are making greater use of study guides
5. they are working with other staff members to create and provide greater articulation in the reading program
6. they have increased efforts to share materials and ideas
7. they have individualized teaching and made reading more interesting
8. they have implemented a system for enabling students to be more successful in their reading
9. they have developed reading management systems
10. they have utilized diagnostic-prescriptive instruction
11. they have become more flexible in grouping students
12. they have become familiar with and have utilized readability formulas
13. they have made the curriculum more suitable to the abilities of the students
14. they have helped children to see that reading opens doorways to new worlds
15. they have realized that children can accomplish more if teachers expect more of them
16. they have realized the importance of help from volunteers
17. they have made more frequent use of high motivation reading materials

● As a faculty member of a Right to Read school, I have grown professionally and increased my competencies in the following areas as a result of our school's involvement in Right to Read:

Summary of Comments: The faculty members of participating Right to Read schools have grown professionally and have increased their competencies in the following areas as a result of their schools' involvement in Right to Read:

1. oral language development
2. classroom organization and management
3. behavior management
4. using volunteers, aides, paraprofessionals, peer tutors
5. reading readiness
6. approaches and techniques for reading instruction
7. diagnostic-prescriptive instruction

8. learning centers/stations
9. developing a sequence of reading skills
10. materials and resources
11. content area reading
12. using readability formulas
13. individualized instruction
14. remediation

Summary of Additional Comments:

The faculty members of participating Right to Read schools have made the following additional comments:

1. "Right to Read training insures each faculty member that he/she will be kept up to date with new and useful ideas for conducting an effective reading program."
2. "Although I have always been deeply concerned over the failure of so many of our students' learning to read well, believing as I do, that it is vital that we become a nation of readers, my attendance at the media workshop did spark my enthusiasm for renewed efforts. My contacts with other media specialists gave me a wealth of new ideas and methods that they were employing successfully. I feel that it was time well spent."
3. "I think that the training from the school contact person has been very valuable. She has shared information and materials with the staff after attending each workshop. Our school administrator has encouraged participation in Right to Read and has conducted sessions aiding the staff in reorganizing our reading program."
4. "The program has been very good in the fact that there has been much input into the program to all the input and resource material has been relayed to all teachers."
5. "Give us more in the future."
6. "Our reading lab teacher has served as our contact person in the Right to Read reading program. Following the workshops, she has returned to the school and carefully instructed and shared with the staff the "highlights". She has been an inspiration to the entire faculty. As a Reading Lab teacher, she does a great service for the students and faculty and is greatly needed in this capacity. We hope she can continue to counsel and teach 'Johnny to read.'"

7. "I've found how necessary it is to consider each child physically, as well as mentally, to get at the base of his reading difficulty."